DOCUMENT RESUME

ED 236 925 FL 014 080

AUTHOR Chaplen, E. Frank
TITLE Advantages and Disadvantages of the Team Approach to Developing and Teaching an E.S.P. Programme.
PUB DATE [83]
NOTE 20p.
PUB TYPE Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Objectives; *English for Special Purposes; Higher Education; Second Language Instruction; *Team Teaching

ABSTRACT

The team approach to developing and implementing English for special purposes (ESP) programs is described. Team teaching is defined as several teachers strictly following the same program even though they teach different groups of students. In the team teaching situation, it is essential that the course coordinator and teachers confer with each other frequently for extended periods of time. It usually requires an average of ten hours of preparatory work to generate one hour of class work in an ESP program. It is asserted that the team approach produces higher quality course curricula and teaching materials. Four basic problems associated with the team approach are examined. These are: (1) the difficulty of integrating course objectives, (2) inflated expectations about what can be accomplished, (3) underestimation of the amount of time needed to produce teaching materials of high quality, and (4) over emphasis on course completion regardless of the real progress made by the majority of the students. Program objectives and syllabi are appended. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Frank Chaplen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED236925

FL014080

Advantages and Disadvantages of the Team Approach to Developing and Teaching an E.S.P. Programme

Frank E. Chaplen

1. Introduction

Within the context of this article, a team teaching situation is defined as one in which several teachers adhere strictly to the same programme even though each teaches a different group of students. One of the teachers functions as course coordinator, ensuring that each of the others receives the weekly programme and the teaching materials, and understands what should be achieved by the end of the week. The same tests and examinations are administered to all students registered for the course, and all teachers involved in teaching the course are involved in marking the tests and examinations. All students registered for the course are treated as a single group when it comes to assigning grades for the course based on aggregate test and examination scores.

Another important aspect of the team teaching situation as defined here is that the development of a new course is the task of two or more teachers/course developers working in cooperation. The second time that the course is offered, it is possible that a single teacher/course developer will be solely responsible for making modifications to the original course in the light of the initial experiences teaching it, but more often than not, two or more teachers involved in the course will be made responsible for modifying original teaching units or completely redesigning them. Thus, the team approach applies both to the teaching and to the development of teaching and evaluation materials.

In contrast to the team teaching/course development situation, an individualised teaching/course development situation is defined as one in which the teacher need make little or no reference to any other person teaching the same course. Thus, he alone decides such matters as which materials to use, the sequence in which they will be used, the methods by which they will be exploited, the time-scale for each activity, and how student progress will be evaluated. Often the teacher in such a situation will be provided with a syllabus, but essentially he or she is the sole arbiter of what shall take place in his or her classroom.

In certain teaching situations, the team teaching approach provides solutions to problems that would be difficult or impossible to solve using the individualised teaching approach. Some of these advantages will be examined in the next section of this article. Unfortunately, few problems are solved without creating fresh ones. These, the disadvantages of the team teaching approach, will be considered in the third section of this article. Solutions to these problems will be suggested in the final section.

2. T.E.F.L. in the English Language Division, Faculty of Medicine, Kuwait University

The T.E.F.L. situation in the Faculty of Medicine is well suited to the team teaching and team course development approach for several reasons. First, our students form a very homogeneous group from many important pedagogical standpoints. Next, teaching staff, staff accommodation, teaching accommodation, and timetabling factors facilitate the employment of this approach. Finally, given the necessity to mount E.S.P. programme plus the lack of suitable textbooks, the individualised approach would be unacceptably inefficient in our teaching situation.

Each annual intake of freshman students in the Faculty is composed of 65 premedical students registered for a 7 year programme leading to

degrees B.Med. Sc., M.B., Ch.B., and about 75 allied health students registered for 4-year programs leading to a B.Sc. in Radiology, Physiotherapy, Medical Records, or Medical Laboratory Technology. The students in each group are homogeneous from several standpoints of importance when designing E.F.L. programs and courses:

1. They are all native speakers of Arabic, and have similar social backgrounds.
2. They have similar primary, intermediate, and high school educational experiences, and are all about the same age.
3. Their previous experiences of English learning are similar: some 1000 hours of English instruction over a period of about 6 years.
4. The members of each group of students (Premedicine, Physiotherapy, etc.) follow largely the same program of study at Kuwait University and in the hospital system of the State of Kuwait.
5. The members of each group will follow similar careers within the State of Kuwait.

The situation described above may be contrasted with that in the many T.E.F.L. institutions in Britain and the U.S.A. that prepare overseas students for entry into academic, professional or vocational programmes in British and American universities and other educational institutions. In these T.E.F.L. institutions, typical classes are composed of students from many countries, from a wide variety of social and educational backgrounds, with a considerable variety of immediate and long-term academic and career goals, etc. This heterogeneity makes it impossible to devise courses that satisfy the majority of any student's needs.

In the team teaching situation, it is essential that the course coordinator and teachers can confer with each other frequently and, periodically, for extended periods of time. The following important factors make this possible in the English Language Division of Kuwait University Faculty of Medicine:

1. Teachers have a reasonable teaching load - about 15 hours per week, and the course coordinator's teaching load is a maximum of 10 hours.
2. The large majority of teachers are employed full-time by Kuwait University. Thus, our situation may be contrasted with that in many British and American institutions where a significant proportion of the teachers are part-timers who, because they need to teach in more than one institution in order to earn a living, have to maintain tight schedules that allow little time for conferring with colleagues.
3. Our teaching staff have good, uncrowded office accommodation, and the offices are close to each other.
4. All our classrooms are either close by or next to each other, not scattered about a large campus.
5. Last, but far from least: All sections of students registered for a particular English course are scheduled to meet at identical times on the same days. This ensures that the 5-6 teachers involved in teaching each of our main courses each semester have the same timetable.

Having already experienced 6 years of general English in school, our premedical and allied health students would respond very negatively to yet more general English courses. For this and other self evident reasons, two English and study skills programs closely geared to the students' current and future needs have been developed, one for each main group of students.

In addition, within the allied health program, components of the second, third and fourth courses have been geared specifically to the needs of each of the four sub-groups (Physiotherapists, etc.). Depending on your particular preference, these programs might be categorised as English for Specific Purposes (E.S.P.), English for Academic Purposes (E.A.P.), English for Applied Linguistic Purposes (E.A.L.P.), etc.

There are very few published materials suitable for our students' needs, particularly materials associated with films, videotapes, slides and cassettes - which form an important component of all our courses. Consequently, we have had to develop a large proportion of our teaching materials ourselves. The magnitude of this task may be gauged from the fact that developing the first draft of a film-based unit generating 4 - 5 hours of integrated class activities can take a total of over 45 hours. This might be itemized as follows:

1. locating and viewing 5 potentially useful films, each about 10 minutes in length	5 hours
2. viewing 2-3 of the films by a second teacher + follow-up discussion	1½ hours
3. recording the sound track of the film chosen, then writing out the script	3½ hours
4. locating 2-3 reading passages on the same (or related) topic as the film	5 hours
5. preparing the reading passages for use in the unit: editing, shortening, rewriting	3 hours
6. developing draft exercises to be used before, during and after viewing the film	3 hours
7. developing draft exercises to exploit the reading passages	3 hours
8. composing a draft teacher's information sheet to accompany the unit	2 hours
9. review and editing of draft exercises, reading passages, etc. by at least one other teacher + discussion with the originator of the unit	4 hours
10. typing the master of the film script, reading passages, etc.	2 hours
11. organizing the duplication of all the materials for, say, 70 students + 5 teachers	1 hour
12. collating the duplicated materials, packing them, and filing the masters	2 hours
sub-total:	35 hours
13. Add 40% of the estimated total constructive work time to the sub-total to account for interruptions, travel time, administrative problems, waiting time, etc.	13.2 hours
total:	48.2 hours

In my experience, an average of 10 man hours of preparatory work to generate one hour of class work is probably an underestimate of the time required to develop E.S.P. teaching materials, especially when account is

taken of the time that needs to be expended drafting and redrafting first the outline syllabus, then the detailed one. However, it does provide a credible basic formula for estimating the total time required to develop a new course or modify an existing one.

In Table 1 below, the above formula (10 preparatory hours = 1 class hour) has been used to estimate the total time required to develop the four main courses in each of our two programmes. Clearly, in our teaching situation, the total number of man-hours required to develop E.S.P. materials for a complete program far exceeds what could be expected of the individual teacher/course developer. (Effectively, our instructors work about a 38-week "year". Assuming a 40-hour work week to include class and preparation time, the total number of hours available per "year" is 1520.) Consequently, if an individualised teaching/course development approach had been adopted here, there is no way in which E.S.P. courses properly geared to our students' needs could have been developed. And this is to consider the question only from the point of view of the quantity of preparatory work required.

TABLE 1: Weekly and total class contact hours in the premedical and allied health English programs - 1981 - '83

	PREMEDICAL			ALLIED HEALTH		
	Course	Contact Hours		Course	Contact Hours	
		Weekly	Total		Weekly	Total
Semester 1 Year 1	141	10	150	151	10	150
Semester 2 Year 1	142	5	75	152	8	120
Semester 1 Year 2	143	5	75	153	5	75
Semester 2 Year 2	241	6	90	251	5	75
Total contact hours over 4 semesters			391			420
Total preparatory work @ 10 man hours per class hour			3910			4200

When one turns to consider the quality of course curricula and teaching materials, the potential advantages of the team approach in the field of E.S.P. are equally clear. Nothing is perfect, particularly in education, but a complex course that has been created by more than one teacher and subjected to the scrutiny and constructive criticism of several teachers and many students should be more satisfactory than one that is the

Another important advantage of the team teaching/course development approach is continuity. The regimentation that is at the core of the team teaching approach could not be maintained without clear written descriptions of a course in the form of the following documents: the course outline or syllabus, weekly timetables, teacher's notes for each unit, the student's notes, the teaching materials themselves and various other written bulletins. All these documents are methodically filed together with copies of all tests and examinations, statistical analyses of the tests and examinations, the coordinator's and teachers terminal appraisals of the course, and an analysis of the students' response to a questionnaire concerning all aspects of the course. As a result, when the time comes to teach the course again, the new course coordinator needs only study the archive files to obtain a precise description of what was done before plus an evaluation of the outcome.

These carefully maintained course archives not only ease the task of the course coordinator, they also facilitate the induction of new teaching staff. In addition, they make it possible to revise the course in a rational and methodical manner.

3. Disadvantages of Team Teaching and Course Development

To gain the maximum benefit from the team approach to course development and teaching, four fundamental problems need to be solved:

1. Where a programme consists of several courses, the course coordinator system can result in each course being seen as a discrete entity, rather than as an episode integrally connected with the others in the series.
2. In a team teaching/course development situation, there tends to be far too much material in a course and too many activities for any but the most gifted students.
3. Coordinators/course developers tend to underestimate the amount of time needed to produce teaching materials of high quality; as a result, they tend to undertake revisions of existing courses that are far too extended in scope. This can exacerbate problems 1 and 2 above, and in consequence, # 4 below.
4. As a result of problem #2 above, and because of the lockstep system associated with team teaching (each student following the same daily and weekly programme as every other student), there can be periods in a course when teachers are forced to concentrate on simply getting through the scheduled activities rather than ensuring that the majority of students in the class are maintaining steady progress.

An efficient individual soon gains an established position as the coordinator/developer of a particular course, or even of a particular course in one semester and of another course in the next. Because the duties of coordinator are so time-consuming, especially if he is always preparing his next semester's course in the same semester as he is coordinating the other, he may teach only these two courses. This restricts his experience of the programme as a whole (4 courses), and encourages the tendency for him to regard the course that he is currently responsible for as a discrete package, that is, as an end in itself instead of as an interconnected component of the total programme. As a result, there is not always a clearly discernable progression from what was taught in the previous course towards what will be taught in the next. (This phenomenon is not limited to the team teaching situation. Many intensive E.F.L. programmes, for example, are divided up on the basis of "the four skills": a 25 class-hour

week might consist of such elements as a 6-hour reading course, a 6-hour writing course, a 2-hour conversation course, a 3-hour language laboratory course, etc., each being the responsibility of a different teacher. Ideally, one supposes, these courses would be complementary and formally integrated. But it is extraordinarily difficult to achieve this in a situation where individualised teaching is the accepted norm.)

The tendency on the part of a coordinator/course developer to include too many materials and activities in a course is possibly partly due to his desire not to be thought to be failing in his duties as a host, so to speak: just as a dinner guest should not be allowed to leave the table feeling hungry, so there should be no risk of a teacher on his team feeling that he has too little material to fill in the class hours. More frequently, I suggest, the excess of material is the result of two pressures: first, the self generated pressure due to the coordinator's professionalism; second, the pressure of time under which he or she works.

As I have implied, the person appointed as a coordinator/course developer tends to be highly professional and very efficient because this is the type of person that the responsibility demands. Unfortunately, in a coordinator these very qualities can prove to be disadvantages, for the intense professionalism of a coordinator can lead him to attempt deliberately to preclude any teacher criticism of the course for which he is responsible in respect of the thoroughness with which it covers each and every objective laid down in the course curriculum.

The pressure of time under which most course coordinators/developers work severely limits the amount of top quality revision of an existing course that they can undertake. Yet few can resist the temptation to begin at least tinkering with the odd slightly unsatisfactory unit. Unfortunately, the elements of a complex E.S.P. course tend to be so interconnected that even minimal tinkering can lead to the decision that the revision needs to be thoroughgoing. Indeed, this progression from limited modification to complete revision bears certain similarities to the all-too-familiar process of home redecoration: you eventually give in to your wife's pressure and agree to re-paint the kitchen ceiling, put in the electrical connection that she has been asking for for years, and finally do something about the leaking faucet. Before long, in spite of the fact that you know how much it will cost and how long it will take, you have undertaken a complete remodelling job. (The strange thing is that after all the expense and turmoil, the meals that come out of the remodelled kitchen are of exactly the same quality as before the remodelling, the same high standard.) But undertaking a thoroughgoing revision of an existing E.S.P. course whilst simultaneously teaching either that course or the other one that you are coordinating is so time-consuming that it can rarely be carried out with the care and the amount of consultation with other teachers and coordinators that it requires. And because the other teachers realise how much pressure the coordinator/course developer is working under, they are loath to make any fundamental criticisms of his draft materials for new units that would entail even more work on the coordinator/course developer's part.

Thus, the vicious circle is complete: a coordinator/course developer undertakes a major revision of the imperfect elements of an existing course; he does not have sufficient time to do a satisfactory job, consequently, when he or another teacher is given the responsibility for coordinating that course again, he or the other teacher once more decides that extensive modification and revision are necessary, and the process is repeated.

One great advantage of the individualised teaching situation is that the teacher can gear the materials that he uses, the methods by which he

teaching situation, on the other hand, needs to maintain a similar pace to the other teachers, using precisely the same materials as they do, no matter what the average ability level of his students. In theory, any teacher in the team is free to request a slowing down of the pace with which new materials and activities are introduced, and more time to exploit and pursue them. But even when they are asked by the coordinator how well their class is keeping up (and the coordinator asks this question at the end of each week as a matter of course), some teachers are reluctant to admit to problems if no other teacher appears to be having difficulty keeping up with the schedule. Consequently, such teachers may well find themselves simply trying to "get through the material", rather than having time to exploit it fully as was originally intended by the coordinator. This leads to frustration for both the teacher concerned and his struggling students.

These, then, seem to me to be the main problems associated with the team approach to E.S.P. course development and teaching. Unless they are solved, the potential advantages of this approach can be only partially realised.

4. Solutions to Problems Associated with the Team Approach to Developing and Teaching an E.S.P. Programme

There seems to be a tendency in many E.F.L. teachers to be dissatisfied with any teaching material that they use, be it a textbook that they themselves selected, an in-house course assembled and developed by colleagues whom they respect, or even the course that they themselves were involved in developing the previous year. In a team teaching situation, if this tendency is encouraged, or even not discouraged, it can have a negative effect on the quality of teaching materials and on the quality of teaching. Therefore, it should either be totally resisted by permitting no changes, no modifications to existing courses, or it should be strictly controlled. Permitting no changes to existing courses would result in dissatisfaction among the staff whose creativity is thereby stifled, and they would very soon move on to teaching/course development posts elsewhere. The solution would therefore appear to be to achieve a reasonably strict control whose objectives would be as follows:

1. To limit the amount of modification to existing courses to what can be achieved in the given time.
2. To ensure that the time-scale decided on for modification to a course permits adequate consultation between the course developer and his colleagues.
3. To ensure that the quality of materials produced is of a satisfactory standard.
4. To ensure that the quantity of materials and number of activities in a course are geared to the capabilities of average students, not to those of outstanding ones.

This control can be exercised through a combination of self discipline on the part of the course coordinators/developers and the external discipline imposed by someone with watchdog responsibilities (programme supervisor, programme coordinator, director of studies, or what you will.) The self discipline of the course coordinator is motivated in the first place by his concern for his course and all the students who register for it, and in the second place, by his direct involvement in all curriculum policy decisions concerning the programme as a whole and each of the courses that make up

Thus, we may conceive of a curriculum committee responsible for making decisions concerning the total programme objectives and curriculum and the component course objectives and curricula. Individual course coordinators submit lists of their course objectives to the committee (See Appendix 1.), then participate in the work of modifying and dovetailing them to produce a coherent, integrated series of courses whose way-stage objectives progress steadily toward the ultimate objectives of the programme as a whole.

After agreement has been reached on the programme and course objectives, each coordinator next produces a course outline in the form of a series of weekly programmes, each consisting of a list of the objectives that will be targetted that week and the materials and activities by means of which it is intended that the objectives be achieved. (See Appendix 3). In addition, making use of proforma like the one in Appendix 2 and 4, the coordinator produces a rough stastitical analysis of the number of occasions on which each course objective will be targetted. This permits a check to be made on whether each stated objective will be adequately covered in the course in proportion to its relative importance.

The course coordinator next presents his course outline to the supervisor together with any proposals for the modification of existing teaching materials and class activities that he might have. They then discuss the proposed modifications and how they might enable the course objectives to be achieved more effectively than before. Having come to an agreement, they then estimate the time that will be required to carry out the modifications agreed upon, and on the basis of these estimates, decide how much modification is feasible in the given time, allowing for adequate consultation with colleagues concerning first, the proposed modifications, next, the initial draft materials, third, the subsequent modifications in the light of their comments. The resulting final draft materials are then referred back to the programme supervisor for approval before being finally included in the course.

©
E. Frank Chaplen, M.A., Ph.D.
Dip. T.E.F.L.
Kuwait University
State of Kuwait

APPENDICES

Appendix 1

Appendix 1 is a draft list of objectives for Course 141, English Language. Course 141 is the first of three courses in a programme that is intended to meet the English language and study skill needs of medical students at Kuwait University.

Appendix 2

Appendix 2 is the proforma that has been devised to provide a visual check on the number of occasions on which each objective on the list in Appendix 1 is targetted during the 15-week course. To the right of each objective (except L4 nad L5) are 14 boxes; a cross or tick in a box indicates a week during which materials and activities are intended to provide instruction and practice with that particular objective in mind. In conjunction with the information provided in the weekly programmes and teachers' handouts, this record can be put to several uses, ranging from decisions about the composition of a test and the relative importance and weighting of each sub-test composing it to decisions about syllabus revision.

Appendix 3

Appendix 3 is the Week 1 programme for Course 141, English Language in Semester 1, 1982-83. This document lists objectives that are targetted during this time (2 hours per day each of the 5 days) and the materials and activities by means of which it is intended that these objectives be achieved.

Appendix 4

Appendix 4 shows the Appendix 2 proforma completed in respect of the Course 141 objectives targetted in Week 1, Semester 1, 1982-83.

FACULTY OF MEDICINE
KUWAIT UNIVERSITY

English Language Division

Course 141, English Language: Objectives (Based on J. Marino and G. Markert's list, 1979-80)

Introduction

The objectives for Course 141, English Language are presented in traditional manner under 4 major headings: writing objectives, reading objectives, speaking objectives and listening objectives. There is necessarily considerable overlap at lexical grammatical and sentence levels in all 4 sets of objectives.

This is only the first of the three courses that make up the complete programme. Therefore, because most of the objectives will also receive repeated attention in the second and third courses, most of them could be prefaced by "to begin to develop the ability to .....", or something expressing that intention.

Writing Component Objectives (W)

W1 Grammar Objectives

- W1.1 To develop the ability to write sentences using the classes of words appropriate to their context, e.g. adverb, adjective.
- W1.2 To develop the ability to write sentences using appropriate verb tenses and moods, and appropriate subject-verb agreement.
- W1.3 To develop the ability to write sentences using appropriate logical connectors, e.g. therefore.
- W1.4 To develop the ability to write sentences using appropriate transition words, e.g. next, then.
- W1.5 To develop the ability to write sentences using appropriate indicators of comparison and contrast.
- W1.6 To develop the ability to write sentences using definite and indefinite articles appropriately.
- W1.7 To develop the ability to write sentences using prepositions appropriately.
- W1.8 To develop the ability to write sentences containing noun-clauses and relative clauses.
- W1.9 To develop the ability to write interrogative sentences appropriate in particular contexts, and to formulate the appropriate sentence structure in response to such questions.
- W1.10 To develop the ability to use infinitive constructions as noun substitutes and as modifiers.
- W1.11 To develop the ability to use past participles as modifiers in pre-noun and post-noun positions.

W2 Sentence-Level Writing Objectives

- W2.1 To develop the ability to write sentences describing the shape of objects.
- W2.2 To develop the ability to write sentences describing the properties of objects and materials.
- W2.3 To develop the ability to write sentences describing the location of objects and of the parts of an object in relation to each other.
- W2.4 To develop the ability to write sentences describing the structure

W2.5 To develop the ability to write sentences describing measurable properties in both absolute and relative terms using the metric system.
W2.6 To develop the ability to write sentences communicating the information presented in tables and in graphs.
W2.7 To develop the ability to write sentences describing a process such as the circulation of the blood.
W2.8 To develop the ability to write sentences describing actions in a sequence such as those followed in separating salt from sand by filteration.
W2.9 To develop the ability to write sentences expressing sufficiency, deficiency, and excess of measurable quantities.
W2.10 To develop the ability to write sentences defining objects and concepts.

W3 General Paragraph Writing Skills Objectives

W3.1 To develop the ability to identify what the controlling idea is before beginning writing.
W3.2 To develop the ability to write a topic sentence communicating the controlling idea of a paragraph.
W3.3 To develop the ability to develop the topic sentence with major and minor supports.
W3.4 To develop the ability to connect the elements of a paragraph using appropriate transition wordsand logical connectors.
W3.5 To develop the ability to construct a good concluding sentence where necessary.
W3.6 To develop the ability to organize a paragraph in an effective manner.
W3.7 To develop the ability to use standard forms of paragraph layout, e.g. indentation, spacing, margins.

W4 Writing Skills Objectives for Specific Types of Paragraph

W4.1 To develop the ability to write a paragraph describing actions or events that occur in a set sequence.
W4.2 To develop the ability to write a paragraph describing the method by which something is done.
W4.3 To develop the ability to write a paragraph that presents an extended definition.
W4.4 To develop the ability to write a paragraph in which two things are compared and contrasted.
W4.5 To develop the ability to write paragraphs describing the following attributes of given objects:
W4.51 the shape of the whole and its parts
W4.52 the properties of the whole and its parts
W4.53 the location and position of the parts of something
W4.54 the structure of the whole and its parts
W4.55 the measurements of the whole and its parts
W4.56 the function of the whole and its parts

Reading Component Objectives (R)

R1 Word-Level Objectives

R1.1 To provide a substantial base of common core sub-technical vocabulary used across the basic sciences, and to give practice in recognising and using this vocabulary.

R1.2 To provide a substantial base of vocabulary items frequently used in the health sciences, and to give practice in recognising and using this vocabulary.

R1.3 To provide a base of stems and affixes commonly used in the sciences and to give practice in recognising and using them.

R1.4 To develop the ability to identify the meanings of unfamiliar vocabulary through the use of context clues, of knowledge of common stems and affixes, and of a dictionary.

R2 Sentence-Level Objectives

R2.1 To develop the ability to analyse sentences to aid comprehension: subject, main verb, etc.

R2.2 To develop the ability to recognise time indicators and their significance: while, before, from ... to, etc.

R2.3 To develop the ability to recognise relative clause markers and their significance: who, which, etc.

R2.4 To develop the ability to recognise and understand the significance of connectors:

- R2.41 addition: as well as, also, and, etc.
- R2.42 examples: for example, such as, etc.
- R2.43 contrast: on the other hand, but, etc.
- R2.44 modification: however, nevertheless, etc.
- R2.45 result: consequently, so, etc.
- R2.46 transition to the next stage in the description: then, second, etc.

R2.5 To develop the ability to recognise what pronouns and other referant words refer back to.

R3 Paragraph-Level and Passage-Level Reading Objectives

R3.1 To develop the ability to identify the main idea of a passage and of its constituent paragraphs.

R3.2 To develop the ability to perceive relationships between sentences and between paragraphs, i.e. to trace the process of the writer's thoughts.

R3.3 To develop the techniques and confidence necessary to read quickly through a passage to locate specific information. (scanning)

R3.4 To develop the techniques and confidence necessary to read quickly through a passage to obtain a general idea of the information that it contains. (skimming)

R3.5 To develop the ability to interpret illustrations such as graphs, diagrams and tables, and to exploit them as aids to comprehension of the passage in which they occur.

R4 Textbook-Level Reading Objectives

R4.1 To develop the techniques required to exploit a textbook as efficiently as possible: use of the index, table of contents, skimming and scanning techniques.

R4.2 To develop the QK4R techniques of textbook reading and note-taking.

Speaking Component Objectives (S)

S1 To develop a command of English pronunciation, intonation, and stress adequate for effective communication with native and non-native speakers of English.

S2 To develop the ability to use the conventional formulas employed in the following communication situations:

- S2.1 greeting someone and saying farewell
- S2.2 introducing one person to another
- S2.3 giving thanks
- S2.4 expressing regret
- S2.5 making apologies
- S2.6 making requests
- S2.7 explaining how to get somewhere

S3 To begin to develop the ability to respond to oral questions about written discourse or spoken (film sound track or recording):

- S3.1 to simply report what the writer or speaker said about a particular topic.
- S3.2 to simply recapitulate the main topics covered in the discourse.
- S3.3 to provide a deduction or conclusion based on information provided in the discourse.
- S3.4 to describe an event, object, or whatever similar or in contrast to one described in the discourse.

S4 To begin to develop the ability to transcode information presented in the form of a diagram, graph or table:

- S4.1 to explain the information orally
- S4.2 to compare the information presented in one diagram, graph or table with that presented in another.

S5 To develop the ability to ask questions requiring the type of response outlined in objectives S2.7, S3.1, S3.2, S3.3, S4.1 and S4.2 above.

.... 5

Listening Component Objectives (L)

L1 To develop the skills necessary to understand the conventional formulas referred to in objectives S2.1 - S2.7.

L2 To develop the skills necessary to understand extended spoken discourse, specifically:

- L2.1 to sufficiently master the English phonological, stress and intonation systems to understand it
- L2.2 to build a sufficient vocabulary base to understand it
- L2.3 to sufficiently master the grammar of English to understand it
- L2.4 to develop the ability to identify and understand the main idea being developed in the discourse
- L2.5 To develop the ability to identify and understand the rhetorical structure of the discourse, the way in which and the stages by which the main idea is developed.

L3 To develop the skills necessary to select information from spoken discourse for a particular purpose, e.g. note taking.

L4 To develop the skills necessary to recognise indicators in spoken discourse and their significance when they are used to:

- L4.1 introduce an idea
- L4.2 move from one idea to another
- L4.3 develop an idea by providing information, giving an example, describing a similar phenomenon, etc.
- L4.4 restate information in a different way
- L4.5 draw out the implications of information just provided
- L4.6 come to a conclusion

L5 To develop the skills necessary to relate visual materials, e.g. diagrams to the information presented in spoken discourse.

Tally count of the number of occasions on which each objective is targetted

Writing Component Objectives (W)

W1 Grammar Objectives	W3 General Paragraph Writing Skills
W1.1	W3.1
W1.2	W3.2
W1.3	W3.3
W1.4	W3.4
W1.5	W3.5
W1.6	W3.6
W1.7	W3.7
W1.8	
W1.9	
W1.10	
W1.11	
W2 Sentence-Level Writing Objectives	**W4 Objectives for Specific Paragraph Types**
W2.1	W4.1
W2.2	W4.2
W2.3	W4.3
W2.4	W4.4
W2.5	W4.51
W2.6	W4.52
W2.7	W4.53
W2.8	W4.54
W2.9	W4.55
W2.10	W4.56

.../2

Tally count of the number of occasions on which each objective is targetted

Reading Component Objectives (R)

R1 Word Level Objectives								
R1.1								
R1.2								
R1.3								
R1.4								
R2 Sentence Level Objectives								
R2.1								
R2.2								
R2.3								
R2.41								
R2.42								
R2.43								
R2.44								
R2.45								
R2.46								
R3 Paragraph and Passage Level Objectives								
R3.1								
R3.2								
R3.3								
R3.4								
R3.5								
R4 Textbook-level Reading Objectives								
R4.1								
R4.2								

Speaking Component Objectives (S)

S1								
S2.1								
S2.2								
S2.3								
S2.4								
S2.5								
S2.6								
S2.7								
S3.1								
S3.2								
S3.3								
S3.4								
S4.1								
S4.2								
S5								

Listening Component Objectives (L)

L1								
L2.1								
L2.2								
L2.3								
L2.4								
L2.5								
L3								
L4.1								
L4.2								
L4.3								
L4.4								
L4.5								
L4.6								
L5								

FACULTY OF MEDICINE, KUWAIT UNIVERSITY

English Language Division — Course 141, English Language

Programme for Week 1, September 11 -- 15, 1982.

Materials and Activities	Objectives
1. Describing shapes and properties: a. Nucleus Medicine, Unit 1 b. Overhead transparencies (O.T.'s) from Nucleus General Science, Unit 1. c. O.T.'s from Experimental Chemistry	Writing W1.1, W1.2, W1.6, W2.1, W2.2
2. Sentence structure (handout)	Reading
3. Building vocabulary: a. handout: Building vocabulary and word attack skills b. Reader's Choice, pp. 3-5	R1.1, R1.4, R2.1 Speaking
4. Formulaic oral communication: "What to Say When", Unit 1&2 (handout)	S1, S2.1, S2.2, S5
5. Homework Assignments: a. Assignment sheet on shapes and properties b. Handout on film "Your Teeth" to prepare for 1st showing on Sat., Sept. 18. c. All vocabulary introduced in #1 and # 4 above	Listening L1, L2, L2.2, L2.3, L5

Tally count of the number of occasions on which each objective is targetted

Writing Component Objectives (W)

W1 Grammar Objectives		W3 General Paragraph Writing Skills	
W1.1	✓	W3.1	
W1.2	✓	W3.2	
W1.3		W3.3	
W1.4		W3.4	
W1.5		W3.5	
W1.6	✓	W3.6	
W1.7		W3.7	
W1.8			
W1.9			
W1.10			
W1.11			
W2 Sentence-Level Writing Objectives		**W4 Objectives for Specific Paragraph Types**	
W2.1	✓	W4.1	
W2.2	✓	W4.2	
W2.3		W4.3	
W2.4		W4.4	
W2.5		W4.51	
W2.6		W4.52	
W2.7		W4.53	
W2.8		W4.54	
W2.9		W4.55	
W2.10		W4.56	

.../2

Tally count of the number of occasions on which each objective is targetted

Reading Component Objectives (R)

R1 Word Level Objectives								
R1.1	✓							
R1.2								
R1.3								
R1.4	✓							
R2 Sentence Level Objectives								
R2.1	✓							
R2.2								
R2.3								
R2.41								
R2.42								
R2.43								
R2.44								
R2.45								
R2.46								
R3 Paragraph and Passage Level Objectives								
R3.1								
R3.2								
R3.3								
R3.4								
R3.5								
R4 Textbook-level Reading Objectives								
R4.1								
R4.2								

Speaking Component Objectives (S)

S1	✓							
S2.1	✓							
S2.2	✓							
S2.3								
S2.4								
S2.5								
S2.6								
S2.7								
S3.1								
S3.2								
S3.3								
S3.4								
S4.1								
S4.2								
S5	✓							

Listening Component Objectives (L)

L1	✓							
L2.1	✓							
L2.2	✓							
L2.3	✓							
L2.4								
L2.5								
L3								
L4.1								
L4.2								
L4.3								
L4.4								
L4.5								
L4.6								
L5	✓							